



Southeast Middle

731 Horrell Hill Rd.

Hopkins, South Carolina

Grades	6-8 Middle School	
Enrollment	639 Students	
Principal	Jeannetta W. Scott	803-695-5700
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	Below Average
2004	Below Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

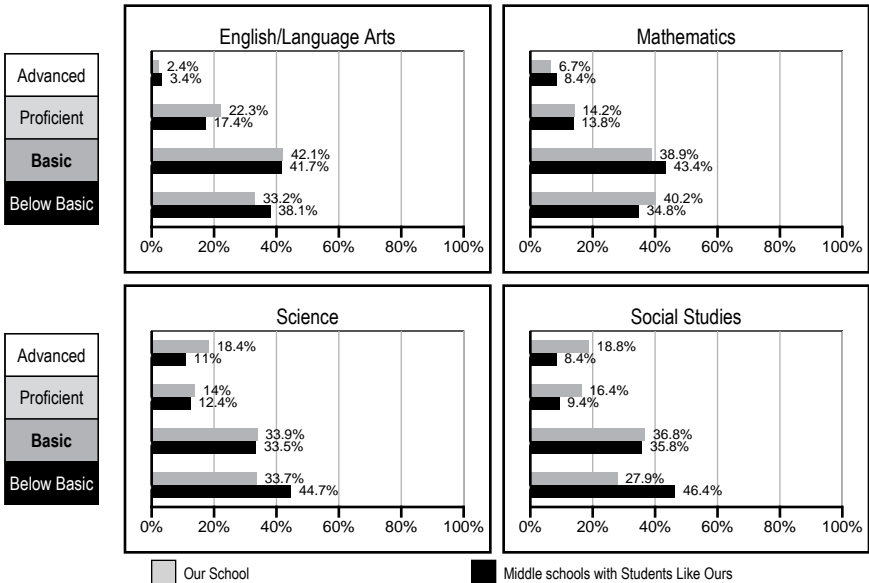
96.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	19	22

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	76.7	93.6
English 1	0	94.3
Physical Science	0	0
All Subjects	76.7	92.1

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=639)				
Students enrolled in high school credit courses (grades 7 & 8)	71.6%	Up from 68.5%	15.5%	19.4%
Retention rate	0.9%	Down from 3.4%	3.0%	1.8%
Attendance rate	96.0%	Down from 96.2%	95.4%	95.8%
Eligible for gifted and talented	17.1%	Down from 19.9%	11.5%	15.3%
With disabilities other than speech	14.7%	Up from 11.9%	14.0%	12.9%
Older than usual for grade	2.5%	Up from 2.3%	5.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	1.0%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	64.8%	Up from 56.5%	53.8%	55.0%
Continuing contract teachers	57.4%	Down from 64.5%	63.2%	70.6%
Teachers with emergency or provisional certificates	23.4%	Up from 21.1%	8.3%	5.4%
Teachers returning from previous year	85.8%	Up from 85.0%	80.2%	83.4%
Teacher attendance rate	94.6%	Up from 93.2%	94.9%	94.9%
Average teacher salary	\$45,706	Up 4.9%	\$44,651	\$44,706
Professional development days/teacher	9.7 days	Up from 9.1 days	12.1 days	11.8 days
School				
Principal's years at school	9.0	Up from 8.0	2.0	3.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 18.9 to 1	19.9 to 1	20.1 to 1
Prime instructional time	89.0%	Up from 87.6%	88.6%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Up from 93.8%	97.3%	98.0%
Character development program	Below Average	Down from Average	Good	Good
Dollars spent per pupil*	\$8,830	Up 1.5%	\$7,492	\$7,097
Percent of expenditures for instruction*	62.8%	Up from 62.2%	64.0%	64.4%
Percent of expenditures for teacher salaries*	58.6%	Up from 56.9%	58.8%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

As we approach a decade of academic preparation of the students of the Hopkins, Eastover, and Gadsden communities, Southeast Middle School continues to take courageous actions to ensure that all students are proficient in the core content areas while they meet the standards of the co-curricular areas.

Our faculty and staff have developed a sense of urgency regarding our students' ability to become proficient readers. As such, we have implemented a school-wide literacy program: Pathway to Reading Proficiency. As a result of hard work of our students and teachers, students experienced success daily and ultimately increased their reading comprehension. Creating a system of prevention and intervention has been a major focus of our learning community. Our Saturday School Program averaged at least 50 to 60 participants in addition to our Early Bird Program and Comprehensive Remediation Program.

We have used our data to guide our decisions in all aspects of our learning community. The implementation of Positive Behavior Intervention Strategies (PBIS) has allowed us to significantly decrease the number of disciplinary referrals written this year. Our benchmark data demonstrated a need for re-teaching. Subsequently a schedule was devised by each content area to re-teach (using the Direct Instruction Model) content not fully mastered by students. During the last quarter, PACT Push (a rigorous tutorial program) was implemented to help students already scoring Basic and Proficient move to Advanced while using strategies to help sustain the students who scored Advanced in 2007.

Well designed professional development initiatives will allow us to continue to address critical needs that are related to standards and accountability while giving our teachers the increased knowledge, skills, and confidence that increase their effectiveness in the teaching and learning process.

We are very grateful for a strong PTO Board and School Improvement Council. This small group of parents has worked diligently to help meet the needs of our students. Fundraising, volunteerism recommendations, and feedback to the administration are a few of the invaluable assets that this group provides.

Our challenge to increase academic achievement will hinge on the work of a well trained staff, strong leadership, and parent engagement in which we are positively poised.

Stanley Leaks, SIC Chairperson

Jeannetta W. Scott, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	62	174	123
Percent satisfied with learning environment	80.3%	74.0%	79.2%
Percent satisfied with social and physical environment	86.9%	78.1%	75.2%
Percent satisfied with school-home relations	54.1%	85.5%	74.6%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	640	99.7	32.7	42.2	22.4	2.8	36.1	41.2	48.2	Yes	Yes
Gender											
Male	358	100	37.4	40.8	20.2	1.6	30.2	35	41.7	N/A	N/A
Female	282	99.3	26.9	43.8	25	4.2	43.5	47.5	55	N/A	N/A
Racial/Ethnic Group											
White	83	98.8	18.9	41.9	32.4	6.8	50	73	60	Yes	Yes
African American	540	99.8	34.8	42.3	20.9	2	34	33.3	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	13	100	33.3	22.2	33.3	11.1	55.6	42.7	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	105	98.1	77.4	16.1	4.3	2.2	9.7	14.1	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	487	99.6	36.5	44	17.9	1.6	30.8	31.2	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	640	99.7	37.7	43.5	13.1	5.7	27.5	34.9	45.8	No	Yes
Gender											
Male	358	100	40.5	38.6	14.3	6.5	29.3	33.8	45.6	N/A	N/A
Female	282	99.3	34.2	49.6	11.5	4.6	25.4	35.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	83	98.8	17.6	44.6	20.3	17.6	51.4	71.2	59	Yes	Yes
African American	540	99.8	40.7	43.5	12.1	3.6	23.9	25.8	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	13	100	33.3	33.3	11.1	22.2	44.4	37.9	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	105	98.1	78.5	17.2	3.2	1.1	6.5	12.2	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	487	99.6	42.6	42.9	11.1	3.4	22.9	24.6	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	430	99.3	33.3	34.4	14.1	18.2	32.3	25.3	35.7	96	96.1
Gender											
Male	243	99.6	31.2	32.1	14.2	22.5	36.7	26	37.4	95.8	95.8
Female	187	98.9	36	37.2	14	12.8	26.7	24.6	33.8	96.4	96.3
Racial/Ethnic Group											
White	58	98.3	21.6	31.4	7.8	39.2	47.1	61.9	49.2	95	96.3
African American	363	99.5	35.2	34.6	15.4	14.8	30.1	16.4	17	96.2	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	91.7	96
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	97.4	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	98.9	94.6
Disability Status											
Disabled	67	97	71.2	23.7	3.4	1.7	5.1	8.9	14	94.3	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	99.9	96.7
Socio-Economic Status											
Subsided meals	333	99.1	37.4	34.4	13.2	14.9	28.1	15.1	21.1	95.7	95.8

Social Studies

All Students	427	99.3	27.5	37	16.8	18.7	35.5	27.2	34	96	96.1
Gender											
Male	239	99.6	29.6	31.9	16.4	22.1	38.5	28.1	36.6	95.8	95.8
Female	188	98.9	24.9	43.4	17.3	14.5	31.8	26.2	31.3	96.4	96.3
Racial/Ethnic Group											
White	56	98.2	16	32	14	38	52	60.9	44.5	95	96.3
African American	358	99.4	29.8	37.7	17.5	15	32.5	18.2	19.1	96.2	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	91.7	96
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	97.4	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	98.9	94.6
Disability Status											
Disabled	69	97.1	64.5	24.2	9.7	1.6	11.3	9.7	14.4	94.3	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	99.9	96.7
Socio-Economic Status											
Subsided meals	321	99.1	31.6	36.8	14.9	16.7	31.6	16.8	21	95.7	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	227	100	46.4	38.8	13.9	1	14.8
	7	249	100	39.6	45.2	14.8	0.4	15.2
	8	271	99.6	34.9	47.2	14.3	3.6	17.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	191	100	25.9	36.2	33.9	4	37.9
	7	216	99.5	33.8	46.7	18.5	1	19.5
	8	233	99.6	37.3	42.9	16.5	3.3	19.8
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	227	100	40.7	40.2	13.4	5.7	19.1
	7	249	100	35.2	47	13.5	4.3	17.8
	8	271	99.6	47.2	43.3	6.3	3.2	9.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	191	100	36.2	42	15.5	6.3	21.8
	7	216	99.5	25.6	50.8	16.4	7.2	23.6
	8	233	99.6	50	38.2	8	3.8	11.8
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	116	99.1	59.6	26.9	9.6	3.8	13.5
	7	249	99.2	36.1	31.3	16.7	15.9	32.6
	8	139	100	44.9	36.4	13.6	5.1	18.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	98	100	59.6	27	5.6	7.9	13.5
	7	216	99.1	16	40.2	17	26.8	43.8
	8	116	99.1	43	29.9	15.9	11.2	27.1
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	112	99.1	30.1	54.4	9.7	5.8	15.5
	7	249	99.2	37.4	38.3	16.3	7.9	24.2
	8	139	99.3	40.8	52	5.6	1.6	7.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	93	100	28.2	34.1	24.7	12.9	37.6
	7	216	99.1	28.9	30.9	12.9	27.3	40.2
	8	118	99.2	24.3	50.5	17.8	7.5	25.2

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